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ABSTRACT

The 310 project is an educational research and demonstration program with learning centers located in five Missouri correctional institutions. These are the Missouri State Penitentiary, the Missouri Intermediate Reformatory, the Missouri Training Center for Men, the Central Missouri Correctional Center, and the Ozark Correctional Center. Manned by a staff of eight teachers, these centers served 896 inmates with more than 12 hours of instruction in 1981. The program focused on low functioning and handicapped adults and vocational curricula. Included in the project were the following key components: a 0-6 grade reading program that used an inmate tutor approach, night school programs, cooperation with private and nonprofit outside agencies, emphasis on techniques that encouraged students to remain in the educational system, and a follow-up system to keep inmates in the educational system when transferred from one institution to another. While the project's basic mission was to serve inmates with less than an eighth grade education, the night programs emphasized a grade 9-12 level of education. The test scores of project participants from each of the five institutions attest to the project's success. (The report on the project is available separately--see note.) (MN)

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ED209534

EVALUATION REPORT

July 1980 - June 1981

ADULT BASIC EDUCATION LEARNING CENTER

310 Project

MISSOURI DIVISION OF CORRECTIONS

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INTRODUCTION

The Division of Corrections is charged with the responsibility of supervising and managing adult correctional institutions for the State of Missouri. All educational programs are under the Director of Inmate Education. They range from non-reader to college level courses, and also includes a large vocational training program. The Education Department has continued to improve its system of Learning Centers to provide a more effective and efficient basic educational delivery system to their students with less than a high school education.

Within the Division, there are nine adult correctional institutions, eight of which are male, and one minimum security facility housing both male and female offenders. The various institutions are classified as minimum, medium, and maximum security; each necessitating different types of institutional and educational programs.

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NARRATIVE

310 PROJECT, 1981

The 310 Project is an educational research and demonstration program with Learning Centers located at the State Penitentiary, Intermediate Reformatory, Training Center for Men, Central Missouri Correctional Center, and the Ozark Correctional Center. These Learning Centers were manned by a staff of eight teachers. Last year a total of 896 inmates were served in this project with more than twelve hours of instruction.

The educational emphasis in this project was centered around the use of materials for low functioning adults, handicapped adults, and the expansion of vocational curriculum.

Key components to this project were: a Reading Program 0-6 grade, that used an inmate tutor approach; night school programs to serve inmates who could not attend classes during the day were expanded to more institutions; a cooperation with outside agencies, especially private and non-profit organization was developed; continued emphasis was placed on techniques that encouraged students to remain in the educational

program; and finally, additional refinement to the follow-up system of keeping students in the educational program when transferred from one institution to another was strengthened.

The 310 Project's basic mission was to serve inmates with less than an eighth grade education. A secondary emphasis was on grades nine to twelve in institutions that had a night school program. In each institution the educational program was designed to enhance the total institutional mission, resulting in a variety of Learning Centers that served a mixture of educational programs.

Missouri Intermediate Reformatory:

The Intermediate Reformatory for young men, near Jefferson City, was constructed in 1932. The majority of inmates here are first offenders, serving short sentences of two to three years. Special emphasis was placed on proper educational placement and training. A number of vocational and educational programs were offered at the Learning Center with emphasis on serving students over the age of 21. The 310 Project served 180 students and 25 vocational students attended the Learning Center during the year.

Missouri Training Center for Men:

This medium security facility began operating in

January, 1963, at Moberly, and does not ordinarily receive individuals with long sentences. A full time college program was initiated in August, 1972, but vocational work programs account for the majority of educational programs. A total of 209 students participated in the day program. Eight vocational students were enrolled in the program during the Project. Two night classes served an additional 118 students, two of which received GED certificated while in Protective Custody.

Central Missouri Correctional Center:

The Central Missouri Correctional Center is a medium security facility close to Jefferson City, and is the largest agricultural oriented institution in the Division. Approximately 500 inmates are quartered here and are engaged in farming, dairy production, education, and on-the-job training in the areas of Food Service, Maintenance, and other related vocational programs. CETA Welding and Electronic programs graduated 80 students, the college classes involved 105 students, and the 310 Project basic education classes served 192 students.

Ozark Correctional Center:

The Ozark Correctional Center near Springfield was established in 1961, in buildings on a site

originally constructed for an Air Force Radar Base. A large vocational and work release program was developed at this institution. The 310 Project conducted a Learning Center program that enrolled 73 students (20 of these individuals received their GED certificates). Nine vocational students attended the Learning Center for remedial vocational skills.

Missouri State Penitentiary:

A part-time ABE/GED night school program was established for inmates who could not attend regular daytime classes because of job assignments. Forty-nine students were served in this program, and eleven obtained their GED certficates.

INDIVIDUALIZED EDUCATION PROGRAM

The components leading to a successful educational program were as follows:

Individual Learning Plan:

When a student arrived in the Learning Center, an Individualized Learning Plan (Appendix C) was developed based on TABE Test. In order to insure cooperation between the Learning Center instructor and the inmate's Team, a copy of his ILP was sent to his caseworker and became a part of his education file.

The results obtained from this procedure were remarkable. Only four Drop Out Reports (Appendix D) were made during the project by the Program Director for the 896 students involved.

More meaningful ILP's and individualized plans should be developed through cooperation of the Learning Center teacher, Vocational instructor, and student.

ILP Transfer System:

A second component used to insure the continued educational program for the inmate was the Transfer Sheet (Appendix E). When the Learning Center teacher

was notified that the inmate was being transferred, a Transfer Sheet was sent with him. Forty-four inmates were transferred during this program. Of this number, 31 continued their education and the other 13 opted not to continue the program for various reasons after completing their minimum objective.

Outside Referrals:

Thirty-eight referral letters were sent to community parole offices. Seven of these 38 individuals entered a Learning Center or other rehabilitative program, three returned to the correctional system for parole violations, and 20 did not continue any type of educational program.

A parole-educational system should be developed when an inmate enters Classification and Assignment, on through to a referral to his local community parole worker and Learning Center. Also, a follow-up is desirable every three months on inmates who have returned to civilian life.

Drop Out Report:

Another factor that proved to be successful in this project was the Drop Out Report. In order to develop a meaningful ILP, a minimum objective was made with each student. The inmate was asked to state a minimum length of time that he would voluntarily remain in the program. A copy of the inmate's ILP was filed

with his caseworker and a Drop Out Report was made on all students who did not meet their minimum objective. The Drop Out Report was conducted by the Program Supervisor that included an interview with the institution's Educational Supervisor, the teacher, and the inmate. Recommendations were made on each Drop Out Report.

Eight hundred ninety-six students were enrolled in the project and only four Drop Out Reports were made.

The continued use of the Drop Out Report is recommended plus follow-up interviews with students who do not meet their minimum objective.

Outside Agencies:

Outside agencies were able to enhance the division's educational program by assisting in areas such as the Lauback Reading Program, Veteran's Affairs, Social Security, etc.

Increased contact is needed with outside agencies plus additional curriculum including the Ex-Offender Program and other transitional programs.

Reading Program 0-6:

Only students were placed in this program that read between the 0-6 grade levels, according to their TABE pre-test reading score. One hundred fourteen students were served in this reading program (Appendix A). Students served in this reading objective remained in this program until they met their reading objective.

All institutions except the Ozark Correctional Center had two inmate tutors available. Only one inmate tutor was available at OCC. Students assigned to the program at OCC received a competency base Life Long Reading Program. The reading program at the Intermediate Reformatory was a sequential skill development that involved skills training in: listening, speaking, hearing, writing, touching, and thinking. The reading program at Central Missouri Correctional Center was a multi-media approach and the reading program at the Training Center for Men was a phonics approach. The data shows of the 114 scores in this program, a mean gain of 1.2 in reading level

for every 104 hours of instruction was obtained. The data also tends to show that inmate tutors played a significant role in the overall gain in reading when contrasted with previous reading results for low achieving readers (a .95 gain for every 121 hours in 1979; and a .8 gain for every 131 hours in 1978). The best approach for reading was the Life Long Reading Program at the Ozark Correctional Center, when coupled with individually made teacher materials.

The use of the Transfer Sheet (Appendix E) to insure the continued reading instruction of an inmate being transferred from one institution to another was a significant step toward the continued raising of reading scores over last year's reading scores. Forty-four inmates were transferred from one institution to another during this program. Thirty-one continued their education, only one Drop Out Report was made, and the other twelve opted not to continue the program for various reasons after completing their minimum objective.

All inmate tutors were trained in the use of the Lauback method of instruction. Students were tested at least every 120 hours using the TABE Test.

Recommendations for future instruction should include the development by the institutions of a life long reading skills program that includes the

individualized approach to reading, reinforced by tutor/teacher made materials.

Tutors:

In all the Learning Centers, a tutorial training program was developed. All the inmate tutors received a minimum of eight hours training and were evaluated every three months by the Learning Center teacher (on-the-job performance). (Appendix F) Inmate tutors assisted in the Reading, Math, and Language programs.

This was a highly successful program. The results reflected a marked increase in all areas when inmate tutors were used.

A major problem with this program was the large turnover in tutors as a result of their being transferred to another institution or returning to civilian life. This turnover necessitated the need for training sessions at each institution to insure the continuation of the program.

Additional Lauback training programs and monthly evaluations for each tutor are desirable. Greater emphasis is needed on individualized learning materials for students by means of tutor/teacher made materials. Also, a transfer system should be developed for inmate tutors transferring from one institution to another.

Lauback Reading Program:

Students reading below fifth grade level in each Learning Center were chosen by the teacher to participate in the Lauback Reading Program. There were a total of 41 students engaged in this program (Appendix A).

Inmate tutors at all institutions, except the Ozark Correctional Center, were trained in the Lauback method, in an inservice training course that familiarized them with the Lauback Reading system. The mean gain was 1.0 for each 130 hours of instruction, and students were pre-tested and post-tested using the TABE Test. The Lauback Program was not used in previous projects.

A major problem with conducting the Lauback Reading Program was that of establishing training sessions. An additional problem with the Lauback Program was the continual movement of tutors from one institution to another. Two training sessions were conducted in each institution to overcome the turnover problem in training inmate tutors.

The Lauback Reading Program has proven to be a viable program and its expansion into other institutions is anticipated. It is recommended that a system of training inmate tutors at one institution be developed along with more frequent training sessions with the Lauback Society.

ABE Reading Program 6.1-9.0:

Students who read from 6.1 to 9.0 level were placed in this program based on TABE pre-test and post-test reading scores. Teachers were free to use any reading approach they desired. Four hundred twenty-five students were served, showing a .7 gain in reading (Appendix B). A .8 gain in math and a 1.0 gain in language were also shown for each 123 hours of instruction.

Recommendations for future programming should include additional training for inmate tutors and the continued use of the Transfer Sheet when transferring inmates from one institution to another.

Educational/Vocational Cooperative Program:

The Learning Centers at the Intermediate Reformatory, Training Center for Men, and the Ozark Correctional Center had 42 students that were enrolled in various vocational programs. Each student had an ILP cooperatively prepared between themselves, the Learning Center, and the vocational teacher. The Learning Center provided a one hour per day, five days per week basic skills program for interested students after a written referral from their vocational

instructor. The basic educational curriculum included instruction in the following areas:

(1) Basic Skills in: Reading, Math, Writing, Spelling, and other related Vocational areas.

(2) Employability Skill (APL Program): Sources of Employment, Job Selection and Satisfaction, Employment Agencies, Job Applications/Interviews, Effective Job Behavior, and Financial and Legal Aspects of Employment.

Major problems were encountered in obtaining written referrals from instructors. The ILP did not seem to be a stumbling block to the program, but the written referral (Appendix G) tended to be a problem for the vocational instructors. The vocational instructors did not see the importance of the written referrals and tended not to take the time to write them. Resistance was encountered in attendance by the vocational students. This was most likely due to the Learning Centers offering only basic skills to reinforce needed reading and math skills. As a result, 26 students completed more than 12 hours of instruction.

Future improvement should center around more appropriate low level reading materials for each vocational skill and the development of more meaningful ILP's between students, the Learning Center

teacher, and vocational instructors. Also the program should be expanded to include on-the-job training.

Handicapped Program:

Only students with an IQ on the BETA Test of 79 or below were placed in this program. After a student was identified as needing a Life Skill type of education, the following techniques were developed to insure success and retention of the student in the Learning Center:

(1) A Weschler IQ Test was conducted by the Program Supervisor.

(2) An ILP was written by an Education Team that consisted of the Education Supervisor from Central Office, Caseworker, Psychological Examiner, Learning Center teacher, and the inmate, with a minimum objective of not less than 120 hours.

(3) Tutors in this program worked with the handicapped students on a first priority basis.

(4) The Educable Mentally Retarded student had a competency based educational program from selected APL modules and the Cambridge APL Reading Series.

(5) Testing was conducted every thirty days using the TABE Test. The American College Testing APL Test was given as a pre-test and post-test.

(6) One of three hours was spent on duties outside the Learning Center or school area.

(7) A Drop Out Report was made on all inmates who did not meet their minimum objective of 119 hours.

Thirty students were identified as needing this program and completed a minimum objective only. Only two Drop Out Reports were made, of which one continued the reading program in another institution and the other student opted to work in dorm maintenance.

The mean gain in reading was 1.0. The American College Test reflected a 10 point gain in overall improvement for 119 hours (Appendix B). There was a negative result of -.2 in math for every 119 hours of instruction. When contrasted with last year's data, it tends to show greater progress in fewer hours. This is primarily due to a better identification method of testing using the Weschler Intelligence Scale.

Individual testing reflects a high relationship between Classification and Assignment scores and testing conducted at the institution by the instructor. Of the 55 students tested, all reflected a profound reading problem regardless of educational diagnosis of Educable Mentally Retarded, Learning Disabled, or Average. The data tends to show that competency

based programs are important tools except in math, to the achievement of handicapped students. The improvement of the individualized Life Skill Program along with math supplementing skills are essential for handicapped students.

A number of vision and hearing problems were encountered as a result of testing. These problems were coped with by medical authorities.

It is suggested that future study include the writing of ILP's with emphasis on vocational training; a better identification of reading problems for the students; a greater variety of materials for instructors; and a referral system to outside agencies when an inmate makes parole that includes both educational and job counseling.

Night School:

In order to serve inmates who could not attend classes during the day, a night school program was established throughout the Division.

Three hundred eighty-three students were enrolled in the night school program. Of this number, 141 students dropped out with less than twelve hours of instruction and the remaining 242 students completed the program. An average of 35 hours was spent in the night school program division-wide.

The night school program showed a gain of .6 in reading, a gain of .7 in math, and a gain of .7 in language. Students were tested at least every sixty hours on the TABE Test. A total of fifteen GED certificates were obtained in this program. Significant gains were shown over last year's results primarily because of more individualized teaching methods adopted by the instructors.

Because this was a voluntary program for inmates attending, greater individualized instruction was emphasized. Also, different motivational techniques were used, one being a concentration in GED studies.

Cooperation between the Learning Center, inmate, and the inmate's vocational instructor developed a more meaningful ILP that could be used in his vocational employment.

Additional programming should center around the development of a transfer system when the inmate transfers to another institution, along with a referral to a Learning Center when he returns to civilian life. Also, a more streamlined or concentrated curriculum should be developed for inmates to obtain their GED certificates.

Protective Custody:

A four hour per week program was developed at

the Training Center for Men and Central Missouri Correctional Center for Protective Custody inmates. These inmates were confined to the dormitory and could not attend any school program outside that area. Forty-nine students were enrolled, and the results showed gains of .3 in reading, .6 in math, and .6 in language for every 34 hours of instruction. Two GED certificates were obtained in this program.

The problem area for the Protective Custody program at CMCC was the transferring of inmates to another institution or their return to civilian life. Other problems included the lack of working materials and a proper storage area, and the constant need to motivate students to meet their minimum objective.

Better communication is needed between instructors and Custodial personnel to insure the success of the program and to emphasize the obligation of protecting the students while they are attending school. More appropriate instructional materials should be made available, and additional motivational techniques employed. It is also felt that the curriculum for obtaining a GED certificate be streamlined because inmates do not remain in this unit for a long period of time, plus a better transitional program is needed for inmates leaving Protective Custody and returning to the general

educational program. These items are essential for the continuation of an effective correctional education program.

Outside Agencies:

Each Learning Center had at least three outside agencies, other than the Lauback Society, participating in their program. Two of these agencies presented programs at the Learning Center which were well received and considered beneficial by the students.

The expansion of the outside agency program is necessary to meet the individual needs of the students.

Because the Division of Corrections must meet the needs of those incarcerated who desire to improve their educational skills, programs ranging from non-reader to college level plus vocational training and handicapped programs must be provided. To handle this extensive range, the Division offers reading programs for various educational levels, night school programs emphasizing individualized instruction, curriculum for handicapped students, and a variety of vocational programs.

A close cooperation is necessary with private and non-profit agencies plus other State supported programs to help insure that inmates may have access to all information that is available to the rest of society.

Continued emphasis must be placed on Correctional educational programs in order to assist the inmate to return to civilian life in a productive and more knowledgeable manner.

Appendix A

310 PROJECT

Missouri Division of Corrections

0 - 6

Number 114

	Reading		Math
Mean	4.2	Mean	4.0
	5.4		4.6
Gain	1.2	Gain	.6
Hours	104	Hours	130

Lauback

Number 41

	Reading
Mean	2.9
	3.9
Gain	1.0
Hours	130

Results based on 12 hours or more in attendance.

Appendix B

310 PROJECTS

Missouri Division of Corrections

6.1 - 9.0

ABE

Number 425

	Reading	Math	Language
Mean	8.2	6.5	6.1
	8.9	7.4	7.1
Gain	.7	.8	1.0
Hours	123		

HANDICAPPED

Number 30

	Reading	Math	ACT Testing
Mean	2.8	4.3	40
	3.8	4.1	50
Gain	1.0	-.2	10.
Hours	119		119

Results are based on 12 hours or more in attendance.

APPENDIX C
310 PROJECT
INDIVIDUAL LEARNING PLAN

Name _____ Number _____

Institution _____ Date _____

Highest Grade Completed _____ Date of Birth _____

Personal Date: _____ Male _____ Female

_____ White _____ American Indian _____ Hispanic

_____ Black _____ Asian _____ Alaska Native

Were you Employed? _____ If Yes, Where _____

Unemployed _____ Non Worker _____

1. Entry Level of Performance: Parole Date _____
month year

BETA IQ Level _____

Length of Sentence _____

Entry Achievement Level: Review Date _____
month year

Reading _____ Math _____ Language _____

2. Date Entered Date Completed

_____ Level I(1-8) _____ Total Hours

_____ Level II (9-12) _____ _____

3. Inmates Objective:

a. _____

b. _____

c. _____

4. Minimum contract objective (Reading, Math and Language) _____

_____

_____

5. Specific Special Education and related services to be provided:

_____

_____

6. Educational Objective:

Reading Goals _____

_____

Math Goals _____

_____ _____

Communication Skills (speech, oral and written language)_____

_____

Social and Emotional Adjustment Goals _____

_____

7. I have had the opportunity of give input and examine my ILP.____

_____

8. ILP Development and Counseling By:

_____

Signature of Teacher or Team Date

Reason for Separation:

___ To take an institutional job ___ Health Problems

___ To enter another training program ___ Passes GED

___ Met Personal Objective ___ Paroled or Commutated

___ Transfer to another institution

___ Lack of interest; instruction no helpful to participant

___ Other known reasons (specify)

___ Unknown reasons

9. Certification:

I certify that I have had an opportunity to attend school. I accept/reject this opportunity. I decline at attend school for the following reasons:_____

_____

_____

_____

signature of inmate date

ILP should be developed within the first 20 hours of instructions.

Send copies to the caseworker and institutional parole officer, Central Office on all inmates making parole, and one in the inmate's file.

Appendix D

310 PROJECT
DROP OUT REPORT

Name _____ Date _____

Institution _____ Number _____

Education Supervisor: Reason inmate was dropped from 310 Program _____

_____

_____

_____

Recommendation _____

_____

_____

Teacher: Reason inmate was dropped for 310 Program _____

_____

_____

_____

Recommendations _____

_____

_____

Inmate: Reason I chose to drop 310 Program _____

_____

_____

_____

Recommendations _____

_____

_____

_____

Program Supervisor: I have personally looked into the above drop and find the following reason the inmate dropped the program _____

_____

_____ _____

_____

Recommendations _____

_____

_____

_____

Reason for Separation

_____ To take a better job

_____ To enter another training program

_____ Lack of interest

_____ Transfer to another institution

_____ Parole

_____ Other known reasons (specify)

_____

Program Supervisor signature date

Appendix E

NAME NUMBER

TRANSFER SHEET

Date of last test	TABE Test form	Total Score	Reading	Math	Language

Minimum Contact Objective: (Reading, Math, and Language)

Teacher's Summary and Recommendation:

APL PROGRAM

APL Short Form Test

Level I II III

(Circle One)

MODULES:(Check when completed)

Sources of Employment _____

Job Applicants and Interviews _

Job Behavior _____

Driving _____

Car Buying/Maintenance ____

Using Credit _____

Manage your Money ____

Self _____

Marriage and Family _____

Child Rearing _____

Citizen Rights/Duties _____

KEEP IN INMATE'S FILE
Send a Copy with the inmate to the receiving institution

Send a copy to the Education Supervisor in the receiving institution by U.S. Mail

APPENDIX F

DIVISION OF CORRECTIONS

Work and Training Report

Name (Last) (First) (Middle) (Number) (Date)

Work Assignment

Actual Work Inmate Performs

PURPOSE: To obtain a current and accurate rating of the quality of each inmate's work and a statement justifying the rating awarded. These reports, when conscientiously prepared, are of real value in determining the inmate's program, progress and release planning. The Parole Board has real need for a well-prepared work report. These reports are even used as evidence in some court proceedings.

INSTRUCTIONS: Work and Training Reports are to be submitted on the first day of January, April, July, and October of each year for the preceeding quarter. They must be completed on all inmates on those dates, but present supervisors should check with the inmate's previous supervisor if the inmate has been recently assigned to his department. You must do your best to evaluate the rating factors listed below so that the work reports are of real value to those who make use of them. Poorly prepared work reports reflect unfavorably on the supervisor. Reports are to be discussed with each inmate and signed by him. Unsatisfactory and excellent ratings must be explained under remarks. No explanation is necessary for a satisfactory rating.

RATING FACTORS	E	S	U
1. WORK ATTITUDE - Towards direction or instruction.			
2. INITIATIVE - Willingness to do his share of work involved.			
3. COOPERATION - With supervisors and other inmates.			
4. ABILITY - Interest in his duties and his skill in learning.			
5. CONDUCT - Behavior, respect for authority and willingness to abide by rules and regulations.			

REMARKS – Write a brief narrative that justifies excellent and unsatisfactory ratings.

DO NOT WRITE THIS PAGE

35

INMATE'S SIGNATURE

SUPERVISOR'S NAME AND TITLE

APPENDIX G

EDUCATIONAL REFERRAL SHEET

_____ _____

Institution Date

_____ _____

Name Number

ACADEMIC DEFICIENCIES CHECK LIST

_____ Hyperactive

_____ Immature

_____ Poor comprehension when reading

_____ Slow reading

_____ Math disability

_____ Memory problems

_____ Listening comprehension

_____ Oral expressive difficulties

_____ Written expressive difficulty

_____ Daydreams

_____ Doodles

_____ Social withdrawal

_____ Sullen

_____ Over investment in non-academic areas

_____ Low self esteem

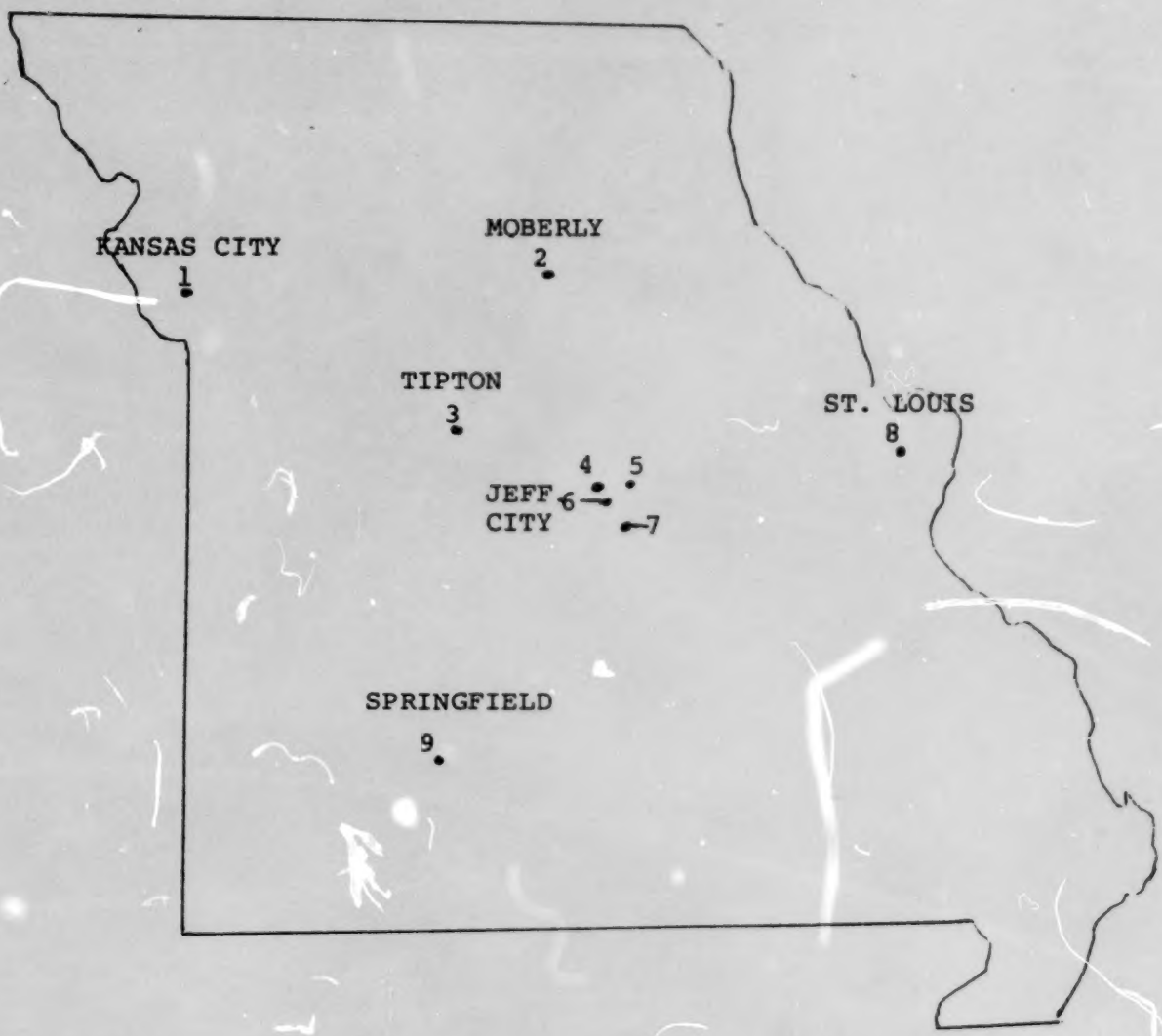
_____ Other:

_____

Teacher

Compiled by CETA teacher
Keep in inmate's file

APPENDIX H



1. KaCee Honor Center
   919 Oak
   Kansas City, Mo. 64106

2. Training Center for Men
   P.O. Box 7
   Moberly, Mo. 65270

3. State Correctional
   Pre-Release Center
   Rt. 2, Box 176
   Tipton, Mo. 65081

4. Central Mo. Correctional
   Center
   R.R. 1
   Jefferson City, Mo. 65101

5. Renz Correctional Center
   P.O. Box 28
   Cedar City, Mo. 65012

6. Missouri State Penitentiary
   P.O. Box 236
   Jefferson City, Mo. 65102

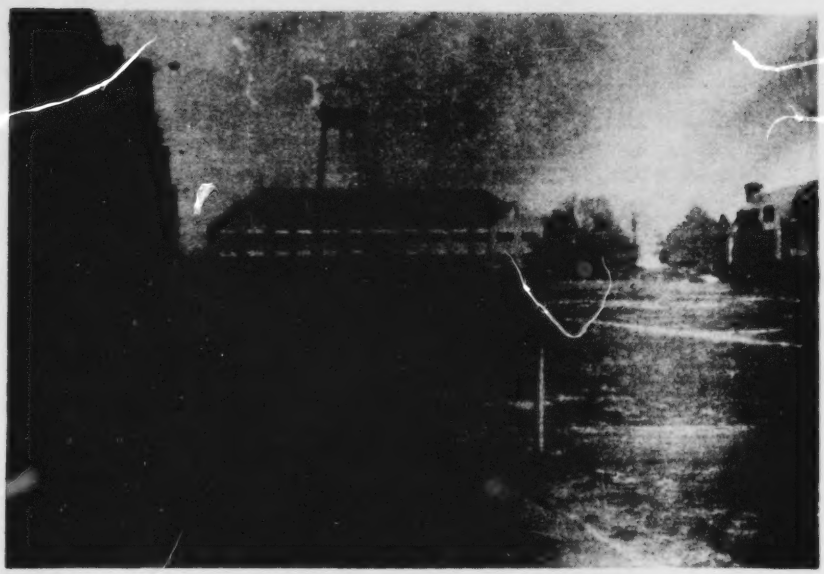
7. Intermediate Reformatory
   P.O. Box 538
   Jefferson City, Mo. 65102

8. St. Mary's Honor Center
   1548 Papin
   St. Louis, Mo. 63103

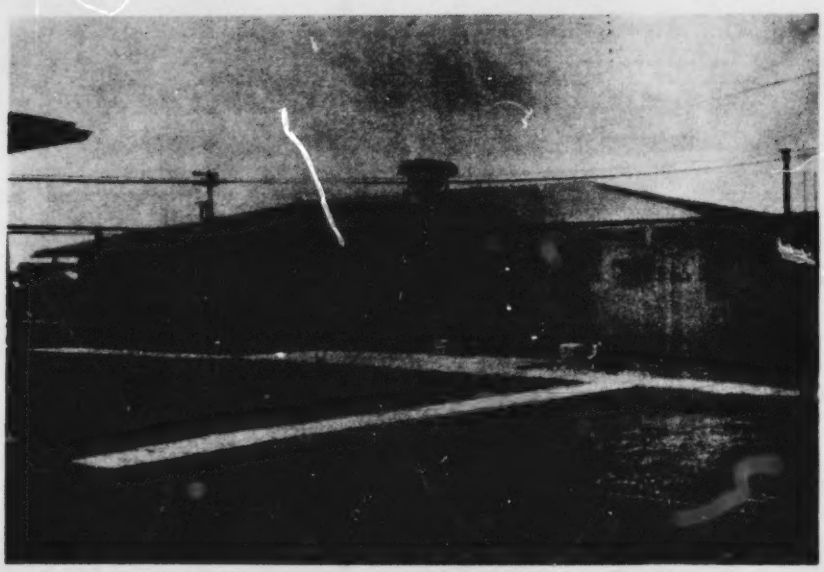
9. Ozark Correctional Center
   P.O. Box 146
   Fordland, Missouri 65652

Inside the Learning Center of the Missouri Division of Corrections.

The Learning Center at the Missouri Training Center for Men. (left)



The Missouri Intermediate Reformatory.



The Administration Building at Ozark Correctional Center.